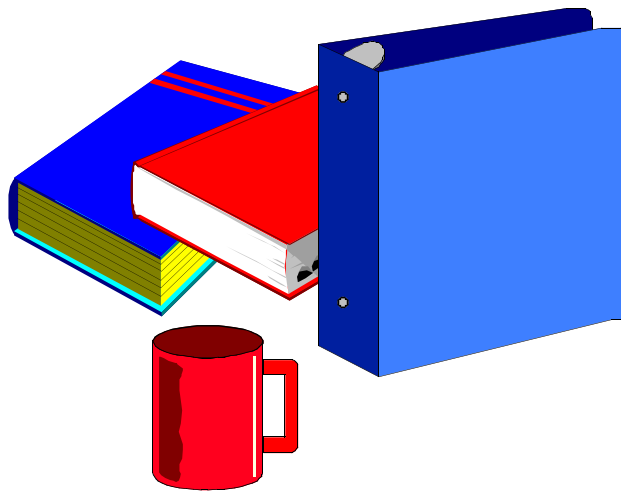


**Direct Support Professional Training
Year 1**

Teacher's Resource Guide



Session #8 Outline

Teaching Strategies: Positive Feedback and Natural Times to Teach

**California Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services**

1999

List of Class Sessions

Session	Topic	Time
1	Introduction, Overview of Developmental Disabilities, Values, Diversity	2 hours
2	Communication	3 hours
3	Wellness: Nutrition, Exercise and Safety	3 hours
4	Wellness: Medications	3 hours
5	Wellness: Responding to Individual Needs	3 hours
6	Positive Behavior Support	3 hours
7	Teaching Strategies: Relationships, Task Analysis and Prompts	3 hours
8	Teaching Strategies: Postive Feedback and Natural Times to Teach	3 hours
9	Daily Living	3 hours
10	Individual Rights, Laws and Regulations	3 hours
11	Leisure and Recreation	3 hours
12	Competency Test	3 hours
Total Class Sessions		12
Total Class Time		35 hours

Session: #8
Topic: Teaching Strategies: Positive Feedback and Natural Times to Teach

Core Objectives: Upon completion of modules #7 and #8, the DSP should be able to:

- TS-1 Demonstrate the ability to identify the steps required to complete a task or activity.
- TS-2 Apply least-to-most assistance and/or prompts.
- TS-3 Demonstrate the use of positive feedback.
- TS-4 Demonstrate the ability to follow a plan for successful teaching.
- TS-5 Demonstrate the ability to do individualized teaching.
- TS-6 Demonstrate the ability to assess and teach individual choice-making skills.
- TS-7 Assess the effectiveness of teaching.

Time:

<i>Introduction, Key Words, and Review Questions</i>	5 minutes
<i>Review of Task Analysis and Prompting Overview of Positive Consequences, Discussion of Homework and Activity</i>	20 minutes
<i>Discussion, Demonstration and Practice of Positive Consequences</i>	30 minutes
<i>BREAK</i>	20 minutes
<i>Discussion, Demonstration of Error Correction</i>	15 minutes
<i>Practice of All Teaching Strategies</i>	15 minutes
<i>Identification of Teaching Errors</i>	20 minutes
<i>Teaching During Natural Routines</i>	10 minutes
<i>Review Homework Activity</i>	10 minutes
<i>Demonstration of Teaching During Natural Routines</i>	15 minutes
<i>Attaining an Enjoyable Life</i>	10 minutes
<i>Presentation of Homework Assignment</i>	5 minutes
Total Time	180 minutes

(continued on next page)

- Materials:**
- Overhead Projector or LCD Projector with compatible laptop computer and PowerPoint application;
 - Hard copy of overheads or disk with PowerPoint presentation;
 - *Resource Guide* for all class participants; and
 - Flip chart paper and markers, or blank transparencies and overhead projector pens; water pitcher, glass or cup, table napkins, touch tone phone, personal address/phone book, magazine

Preparation

Instructor should read over the presentation outline becoming thoroughly familiar with the information and instructions for presentation. The information could be presented verbatim or paraphrased as long as the essential information is conveyed.

Introduction, Key Word, and Review Questions

Do

Show overhead #1

Say

Welcome to Session #8, part two on Teaching Strategies.

Do

Show overhead #2

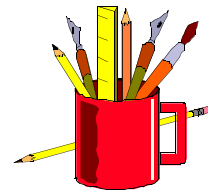
Say

Our review words for today's session (refer to page number in resource guide) are:

- Positive Consequence
- Reinforcer
- Praise
- Error Correction
- Natural Teaching

Your Presentation Notes

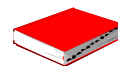
**Session 8:
Teaching Strategies:
Positive Feedback and Natural
Times to Teach**



Session #8, Overhead 1

Key Words

- **Positive Consequence**
- **Reinforcer**
- **Praise**
- **Error Correction**
- **Natural Teaching**



Session #8, Overhead 2

- documenting progress

Now, let's look at the review questions for this session.

Do

Show overhead #3 and #4

Say

Describe why it is important to use positive consequences in teaching.

Why is it a good idea to change the positive consequences we use as reinforcers when teaching?

Why is praise often used as a positive consequence?

Describe two ways we can help learners avoid making errors when learning a new skill.

Tell some ways we can identify teaching opportunities during the routine day.

What is a very important goal of teaching that DSPs should keep in mind when looking for times to teach during the daily routine?

Review of Task Analysis and Prompting

Do

Show overhead #5

Your Presentation Notes

In-Class Review

- **Why it is important to use positive consequences?**
- **Is it a good idea to change positive consequences?**
- **Why is praise used often?**

Session #8, Overhead 3

In-Class Review, continued

- **What are two ways to help learners avoid making errors when learning?**
- **What are ways we can identify teaching opportunities?**
- **What goal should we keep in mind?**

Session #8, Overhead 4

Last Session

We talked about:

- **Identifying skills to teach**
- **Establishing a relationship with the learner**
- **Using a task analysis**
- **Different types of teaching prompts**
- **Least-to-most assistive prompting**
- **Recording learner progress**

Session #8, Overhead 5

Say

Last session, we talked about:

- Identifying skills to teach
- Establishing a relationship with the learner
- Using a task analysis
- Different types of teaching prompts
- Least-to-most assistive prompting
- Recording learner progress

Do

Demonstrate correct use of task analysis and prompting using any of the skill task analyses or by having the DSPs help you come up with a task analysis for a skill not discussed in the previous class.

Ask

DSPs to divide themselves into groups of three for practice. Ask each DSP to practice following a task analysis and prompting.

Do

Show overhead #6 and #7

Say

During this session, we will be talking about:

- What is a reinforcer and how to find out about individual reinforcers

Your Presentation Notes

Last Session

We talked about:

- Identifying skills to teach
- Establishing a relationship with the learner
- Using a task analysis
- Different types of teaching prompts
- Least-to-most assistive prompting
- Recording learner progress

Session #8, Overhead 5

This Session

We will talk about:

- What is a reinforcer and how to find out about individual reinforcers
- Using praise and positive feedback as reinforcers
- Avoiding learner errors



Session #8, Overhead 6

- Using praise and positive feedback as reinforcers
- Avoiding learner errors
- Using reinforcement and error correction in teaching
- Teaching during natural routines
- Making teaching an enjoyable part of a happy life

Overview of Positive Consequences

Say

We all learn better when we are encouraged and positively motivated to learn. When teaching individuals with disabilities, providing positive consequences or rewards for an individual's effort can help the individual learn more quickly. Positive consequences used in teaching can take many forms. Praising the learner for correct performance is one way frequently used to motivate many individuals as they learn new skills. Opportunities to participate in preferred items and activities is another way to motivate an individual to learn a new skill. During this first part of the session, we will be talking about how to use positive consequences when we teach.

Your Presentation Notes

This Session, continued

We will talk about:

- **Using reinforcement and error correction in teaching**
- **Teaching during natural routines**
- **Making teaching an enjoyable part of a happy life**



Session #8, Overhead 7

Say

For homework, you listed three of the individuals with whom you work. For each of these people, you also listed things you know they like. These are items, events and/or activities that are positive consequences for these individuals.

Ask

Several of the DSPs to give you examples.

Say

However, some of these positive consequences may be helpful in motivating the learner and some may not.

Say

One of the most important teaching tools you will learn about in these classes is *reinforcement*.

Ask

If anyone has heard this term.

Do

Show overhead #8

Say

When a positive consequence follows a behavior and makes the behavior more likely to occur again in the future then the positive consequence is acting as a reinforcer. Therefore, a reinforcer is more than a

Your Presentation Notes

Reinforcement

Any item, event or activity that follows a behavior and makes the behavior more likely to occur again in the future



Session #8, Overhead 8

Resource Guide

Homework Activity:
Preferred Activities

List the names of three individuals with whom you work and teach. Beside each name list some of the items or activities that you know the individual likes.

Name	Preferred items and activities
1.	<div><div></div><div></div><div></div><div></div><div></div></div>
2.	<div><div></div><div></div><div></div><div></div><div></div></div>
3.	<div><div></div><div></div><div></div><div></div><div></div></div>

their resource guide titled *Identify the Positive Consequence* (refer to page number).

Do

You can choose to complete this activity individually, in small groups or as a whole group.

DSPs (or instructor) should read each scenario, identify the skill being taught and the positive consequence being provided to (hopefully) reinforce learning the skill.

After everyone has completed the activity

Discuss

During the discussion after completing the activity, note that sometimes reinforcers are a natural part of an activity. For example, when you make pizza, you get to eat pizza. "Looking nice" may be a natural reinforcer for grooming tasks.

Explain that completing some skills may not be naturally reinforcing at first. In such cases, staff must provide reinforcers to motivate learning.

Emphasize that the only way to know for sure if a positive consequence is functioning as a reinforcer is to check to see if the skill improves over time.

Your Presentation Notes

Activity: Identify the Positive Consequence

Read each scenario. Underline the skill being taught and circle the positive consequence used to support learning.

1. Henry is learning to prepare a pizza. After Henry has completed all the steps in the task analysis for preparing the pizza, he can eat the pizza.
2. Lisa is learning to balance her checkbook. When she correctly subtracts a check from her previous balance, the DSP smiles and says, "You got that one right!"
3. Jackie is learning to cross the street in town. The first step in the task analysis is to press the crosswalk button. The DSP says, "Jackie, press the button" and Jackie presses the button. The DSP pats Jackie on the back.
4. Anna, a child with multiple severe disabilities, is learning to look at the teacher when the teacher calls her name. When the DSP calls her name, if Anna looks in the DSP's direction, the DSP gives Anna her favorite toy.

Say

Everyone has a unique set of reinforcers.

Ask

DSPs to name some of their reinforcers.

People are likely to name many different things. Some may identify money as their reinforcer. Point out that money is a reinforcer not for the money itself (for example, coins and dollars) but because of what the money can buy. The things for which people spend their discretionary money are usually different for each individual.

Say

No single item or event is reinforcing to everyone. An important job of staff is to identify the reinforcers unique to the individual being taught.

Do

Show overheads #10 and #11

Say

There are several ways to figure out what kinds of consequences are potential reinforcers for individuals. One way is ask the individual or the individual's family or friends what things are preferred. Another way is to observe the kinds of activities the individual participates in during free time.

Your Presentation Notes

Finding Out About Reinforcers

- **Ask individual (friend, family member) what things the individual likes and dislikes**
- **See what the individual does during free time**



Session #8, Overhead 10

Ideas for the kinds of items and/or activities that may act as reinforcers can come from encouraging the individual to make choices from a variety of items or events.

The things an individual chooses often have a greater likelihood of acting as a reinforcer in a teaching situation than the things an individual rarely chooses. However, the most precise way to determine if a consequence is a reinforcer is by repeatedly providing the consequence following a behavior and checking to see if the behavior improves over time.

Say

It is important to change reinforcers frequently during teaching. When a consequence is provided too often, the consequence can lose its reinforcing value. For example if an individual is provided with extra time to look at magazines as a frequent reinforcer, the individual may begin to lose interest in magazines. When many types of consequences function as reinforcers for an individual, reinforcers can be varied and may be less likely to lose reinforcing value. As a result, individuals who respond to a variety of reinforcers have more opportunities to learn.

Say

The most common type of positive consequence used in teaching is praise and

Your Presentation Notes

Finding Out About Reinforcers

- **Provide choices of items, events and activities to see what the individual chooses**
- **Use an item, event or activity as a reinforcer when teaching a new skill to see if the skill improves over time**

Session #8, Overhead 11

positive feedback. Praise and positive feedback often function as reinforcers for all of us. There are a number of advantages to using praise and positive feedback as reinforcers.

Do

Show overhead #12

Do

Describe the advantages of using praise as a reinforcer.

Say

However, even praise and positive feedback do not function as reinforcers in all teaching situations.

Ask

DSPs think of someone they dislike.

Ask if positive feedback from the person they dislike would be a motivator for them.

Say

In the previous class, you learned that one of the first things you should do is develop a positive relationship with the learner. Having a positive relationship with the individual helps to make your praise and feedback more reinforcing. Another way to make praise more reinforcing during teaching is to pair praise with other known reinforcers. For

Your Presentation Notes

Advantages of Using Praise

- **Praise is a normal consequence**
- **People rarely get tired of it**
- **It's readily available and costs nothing**
- **Can be provided briefly without stopping an ongoing activity**

Session #8, Overhead 12

example, if playing a special video game is a reinforcer for a young man who cleans the kitchen after dinner, the DSP should tell the young man how nice the clean kitchen looks at the same time the video game is provided. By frequently pairing praise with known reinforcers, praise alone may become a reinforcer after a time.

Discussion, Demonstration, and Practice of Positive Consequences

Say

When teaching, we can provide a positive consequence after each correctly completed step and when the learner has correctly completed the whole task. Praise is a good reinforcer to provide after the learner completes a step within a task analysis because praise usually does not disrupt the teaching process. Preferred items and activities can be provided as reinforcers after the individual completes the whole task. As the individual learns to do more of the task steps independently, the frequency of reinforcement during teaching can be reduced.

For example, if Jason rarely needs prompts to complete steps within the skill of tooth brushing, praise is not needed for each step such as after turning on the water, wetting his

Your Presentation Notes

toothbrush, etc. However, the DSP should provide a positive consequence for completing the whole task until the person has learned to use the skill on a routine basis and natural reinforcers (having clean teeth and fresh breath) maintain the skill. In Jason's case, a positive consequence such as praise or the opportunity to listen to his radio could be provided when he completes the whole task of tooth brushing until Jason learns to perform the skill routinely and having clean teeth becomes important to him.

Do

Demonstrate the use of positive consequences using any of the task analyzed skills you have been using during these classes, or the one provided (setting the table).

Show the overhead with the selected task analysis (or **Show overhead #13** as provided). The first time the skill is demonstrated, provide praise after each correctly performed step and provide praise paired with a magazine (mention that this is a magazine that the person likes) at the end of the task.

During the second demonstration, ask the DSP who is playing the role of a person with disabilities to do more of the steps

Your Presentation Notes

Calling a Friend on the Telephone

1. Open personal address/phone book
2. Find page with friend's name and number
3. Locate the name of the friend to be called
4. Locate the number of the friend to be called
5. Lift the receiver of phone
6. Listen for dial tone
7. Find and press the first number
8. Find and press the second number
9. Find and press the third number
10. Find and press the fourth number
11. Find and press the fifth number
12. Find and press the sixth number
13. Find and press the seventh number
14. When phone is answered, ask for the friend

Session #8, Overhead 13

independently. During the second demonstration, do not provide a positive consequence after steps performed independently but provide praise paired with the opportunity to look at the magazine after the whole task is completed correctly.

Have groups practice using positive consequences during a role play in small groups.

During the role play, the DSP who is acting as the teacher should teach the skill of napkin usage by applying all the necessary teaching skills learned so far (for example, following a task analysis, prompting, providing positive consequences and recording progress).

BREAK for 15 minutes

Discussion, Demonstration of Error Correction

Say

It is important to minimize errors while an individual is learning a new skill. Individuals will learn more quickly if they are able to practice a new skill while making minimal or no errors relative to initially practicing the task with many errors. An error is when a

Your Presentation Notes

person engages in a behavior that is incompatible with completing a designated step in the skill task analysis.

For example, if a learner is being instructed to pick up a napkin and the individual tosses the napkin to the floor, the tossing of the napkin represents an error. If the DSP sees that the learner is about to make a error on one of the steps of a skill, the DSP should increase assistance (give a more assistive prompt) to help the individual avoid making the error. However, as anyone who has ever taught will agree, learner errors will occur during teaching.

Do

Show overhead #14.

Say

Once an error occurs, the DSP should start using an error correction strategy to make sure that the error does not occur on the second attempt. Appropriate error correction is when a DSP reprompts the correct completion of the incorrectly completed step by providing more assistance with the step than was previously provided. In addition, sufficient assistance should be provided so that the individual completes the step correctly on the second attempt. For example, if the learner has been verbally prompted to pick up the napkin but tosses

Your Presentation Notes

Error Correction Procedure

- **Stop when the error occurs**
- **Return to the step in the task analysis just before the error**
- **Ask the individual to repeat the step and provide more help to ensure success**

Session #8, Overhead 14

the napkin on the floor instead, the DSP should return the napkin to the learner's lap, provide a more assistive prompt than the verbal prompt (i.e., a gesture or physical prompt) and ensure that the second prompt is helpful enough so that individual correctly completes the step of picking up the napkin. By providing assistance in this way, the probability of errors is decreased because a person should never make more than one error on a given step of the task analysis during a teaching session.

Do

Demonstrate correct teaching by following a task analysis and providing appropriate prompts, reinforcement and error correction using any task analysis from the previous class.

In order to demonstrate correct error correction, the instructor should tell the DSP who is playing the role of an individual with disabilities to make at least one error during the demonstration.

Do

Show overhead #15 and #16.

Say

Some common errors that a DSP might make in implementing reinforcement and

Your Presentation Notes

Common Mistakes

In reinforcement and error correction:

- Individual completes step incorrectly, but DSP provides positive consequence
- DSP allows individual to make error and does not stop and correct error

Session #8, Overhead 15

error correction strategies might include: reinforcing a step that the individual completes incorrectly, failing to correct an error made by the individual by not responding to the error in any way, providing a prompt during the individual's second attempt at a program step that is less helpful than the prompt provided on the first attempt at the step, and providing increased assistance on the second attempt of a step but the level of assistance is not enough to prevent a second error.

Do

Demonstrate using reinforcement and error correction making one or two of the mistakes just described.

Ask

DSPs to tell you the mistakes you made and how you should have conducted the teaching session.

Ask

DSPs to divide into their practice groups.

Do

They should practice following the steps of a task analysis, prompting, reinforcement, error correction and progress recording.

Assign a task analysis for each group to follow (depending on the materials the instructor may have available.)

Your Presentation Notes

Common Mistakes (continued)

In reinforcement and error correction:

- **Learner makes error, but DSP does not provide additional help on second time**
- **Learner makes error and DSP provides more help when individual tries the step again, but learner makes an error again on the same step**

Session #8, Overhead 16

Demonstration of Teaching During Natural Routines

Say

During the last two classes, we have been talking about how to teach in a rather formal way. That is, you have learned to teach during teaching sessions when you are typically working 1:1 with an individual. Formal teaching sessions are usually arranged by staff. For example, you may decide that 3:00 in the afternoon is a good time to work with Lucinda on using the telephone to call her friends.

Formal teaching sessions may be important in the early stages of learning to ensure that the individual gets enough practice on the new skill to learn it. However, it is also important to teach the skill at any time during the day or in any place when and where the need for the skill arises.

For example, a natural time during the day for Lucinda to practice using the telephone could be when the group decides to order a pizza for supper. Lucinda could make the telephone call to place the order.

Do

Review the homework activity. For each of the skills listed on the activity sheet, the DSPs should have listed times during the day when

Your Presentation Notes

Homework Activity: Natural Teaching Times

In the first column list the name of an individual with whom you work. In the second column, list one of the skills you are teaching or would like to teach him or her. In the third column, list times during the day the skill is needed or activities the person does in which the skill could be practiced. An example has been included.

Name	Skill being taught	Times of day or activities in which the skill could be practiced
Joe	Handwashing	Before meals, after using the restroom, after messy activity

the skill may be needed and could be taught. Ask the class to name a skill and the natural times during the day when the skill may be taught.

Say

It is important to give individuals many opportunities to learn and practice those skills that have been identified as priorities for teaching. There are countless opportunities to teach many different skills throughout the day. DSPs can use the teaching skills they have learned to teach during the natural routine as individuals encounter things that they do not know how to do but could learn to do.

As indicated at the beginning of these two class sessions, the more things an individual can do independently, the more control the individual has over his/her life. Typically, the more control we have over our lives, the more enjoyable our lives become. DSPs should be on the "look out" for opportunities to teach new skills throughout the day and in all environments.

Do

Show overhead #17

Say

Opportunities to teach can be signaled by (#1) an individual attempting a new skill.

Your Presentation Notes

Good Times to Teach Are When

- 1. An individual tries a newly learned skill**
- 2. An individual asks for help to complete a task**
- 3. A staff member is completing tasks for an individual that the individual could learn to do**



Session #8, Overhead 17

When Paul uses his napkin to wipe his mouth during a meal which he rarely does without being asked, it would be important to reinforce Paul so he will be more likely to wipe his mouth at future meals. An opportunity to teach may be indicated also when (#2) an individual requests assistance in completing an activity. For example, when Maria asks for help in zipping her coat, prompting, reinforcement and error correction can be used to teach Maria to zip her coat independently (of course it may take many of these brief teaching sessions for her to learn the skill). Another way an opportunity to teach may be indicated is when (#3) a DSP is doing things for an individual that the individual could reasonably learn to do for himself or herself.

Ask

Group to think of the routine in the setting where they work. What things do DSPs do for the individuals whom they support that these individuals could learn to do either completely or in part?

Do

Using role play, demonstrate how to conduct a brief teaching session when an opportunity arises in the natural routine. The role play might involve a visitor coming to a home. The instructor could demonstrate teaching an individual to shake hands as a form of

Your Presentation Notes

Good Times to Teach Are When

- 1. An individual tries a newly learned skill**
- 2. An individual asks for help to complete a task**
- 3. A staff member is completing tasks for an individual that the individual could learn to do**



Session #8, Overhead 17

greeting. Use prompting, error correction (if necessary) and reinforcement when demonstrating how to teach the skill.

Attaining an Enjoyable Life

Do

Show overhead #18

Say

Although encouraged to look for opportunities to teach throughout the day, DSPs should keep in mind that teaching should be balanced with many opportunities for individuals to participate in preferred activities that may not require teaching. The overall goal should be to help individuals with disabilities enjoy their lives. Although learning new skills can contribute to life enjoyment, DSPs must be careful not to let teaching interfere with an individual living a happy, fulfilling life.

Say

That ends our two sessions on teaching strategies.

Your Presentation Notes

#1 Goal

Help individuals whom we support to have enjoyable, fulfilling lives



Session #8, Overhead 18

Homework Assignment

Say

At our next meeting, we will be looking at how to help people make acquaintances, connections and friends. Before that meeting, please answer two questions:

1. Think about and write out five things that your friends say they like **about you**.
2. Think about and write down how you met two of the people you call friends.

Don't forget to look at the key words for the next session. If you need help, you can find the definitions in the **Key Word Dictionary** in Session #12 of your *Resource Guide*. Any questions? See you next time

Your Presentation Notes

Homework Assignment for Session #9: Making Connections

Directions: At our next meeting, we will be looking at how to help people make acquaintances, connections and friends. Before that meeting, please do the following:

- 1. Think about and write out five things that your friends say they like about you.**

-

-

-

-

-

- 2. Think about and write down how you met two of the people you call friends.**

-

-

If You Want to Read More About Teaching Strategies

Curricular and Instructional Approaches for Persons with Severe Handicaps

by Cipani, E., & Spooner, F., Editors (1994); Boston: Allyn and Bacon; ISBN: 0205140904.

Presents information and techniques instrumental in training teachers in the field of severe disabilities. Includes contributing authors who are recognized experts on the topic. Explains the current technologies and practices that best work in the classroom. Provides an overall reference for teaching practices, including procedures, programs, assessment instruction and research, concerning students with severe disabilities.

Instruction of Students with Severe Disabilities

by Snell, M.E., Editor (1993; 4th ed; New York: Merrill Publishing Co.; ISBN: 0024137510

Featuring ten completely new chapters, and eight chapters extensively revised, the Fourth Edition of this highly-successful book provides a complete portrayal of the status of education as it pertains to students with severe disabilities.

Teaching Students with Severe Disabilities

by Westling, D.L., & Fox, L. (1995). New York: Merrill Publishing Co.; ISBN: 0024265810

This is a straightforward, practical text for future teachers of students with severe disabilities...one whose high level of respect for persons with disabilities and their families sets the stage for students to adopt, and maintain, the same high standards. Comprehensive coverage addresses all of the issues pertinent to teaching students with severe disabilities, including both methodology and curricular areas, presenting topics in the chronological order in which a teacher would approach them: prior considerations; planning and assessment; general instructional procedures; and, finally, procedures specific to teaching learners with certain disabling conditions.

References for this Session

Applied Behavior Analysis for Teachers (5th ed.)

by Alberto, P.A., & Troutman, H.C. (1999). New York: Merrill Publishing Co.

Curricular and Instructional Approaches for Persons with Severe Handicaps

by Cipani, E., & Spooner, F., Editors (1994); Boston: Allyn and Bacon

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Snell, M.E. (Ed.). (1993); New York: Merrill Publishing Co.

Teaching Children with Autism: Strategies for Initiating Positive Interactions and Improving Learning Opportunities

by Koegel, R., & Koegel, L., Editors (1995); Baltimore: Paul H. Brookes Publishing Co.

Teaching People with Developmental Disabilities

by Oregon Research Institute (1988); available from Research Press, Champaign, IL (Video)

Teaching Students with Moderate to Severe Disabilities: Use of Response Prompting Strategies

Wolery, M., Ault, M.J., & Doyle, P.M. (1992); White Plains, NY: Longman

Teaching Students with Severe Disabilities

by Westling, D.L., & Fox, L. (1995); New York: Merrill Publishing Co.

Training to Teach in a Day: The Teaching-Skills Training Program Instructor's Manual

Reid, D. H., & Parsons, M.B. (1994); Morganton, NC: Carolina Behavior Analysis and Support Center

Your Presentation Notes